

## LESSON #2 COUNTRY CULTURE WIKI

### COLLABORATIVE PLANNING GUIDE: DOUGLAS COUNTY

<b>Teachers Involved:</b> Suzanne Riches (UCD Teacher Lib Endorsement)		Paula Busey Teacher Librarian Ms. Rauman Spanish Teacher
<b>Subject:</b> Country Culture Study	<b>Grade Level:</b> 11	<b># Students:</b> 30 X 3 classes
<b>Start date:</b> April 3, 2009	<b>Periods:</b> 3,4,5	<b>Length of Lesson:</b> 90 minutes per lesson

**Essential Question / Topic:** Describe, understand and communicate about the cultures of six Spanish-speaking South American countries: Argentina, Uruguay, Paraguay, Bolivia, Peru, Chile and Ecuador. Create a Wiki on Wiki Spaces in groups of five students. Questions to be answered include: What is this country's history, demographics, and patterns of daily life? What interesting facts can you research? Look for foods, entertainment, clothing, education, etc. Students must draw materials from four sources.

Information Literacy Standards	Prioritized Content Area Standards
<p><b>21<sup>st</sup> Century Standards</b></p> <p><b>Inquire, think critically and gain knowledge.</b>  1.1.1 Follow inquiry-based process.  1.1.5 Evaluate information.  1.1.7 Make sense of information.  1.1.8 Master technology  1.1.9 Collaborate with others.</p> <p><b>Draw Conclusions</b>  2.1.6 Use writing, media and visual literacy, and tech skills to create products of new understanding.</p> <p><b>Share Knowledge</b>  3.1.1 Conclude research by creating a product to share.  3.1.2 Collaborate as members of a social and intellectual network of learners.</p> <p><b>Pursue Personal and Aesthetic Growth</b>  4.1.8 Use creative and artistic formats to express personal learning.</p>	<p><b>Douglas County World Language Standards</b></p> <p><b>Standard 2: Culture</b>  The student acquires and uses knowledge of cultures while developing foreign language skills.  2.2.1 Identify connections and make comparisons between target and one's own culture  2.2.2 Demonstrate social and geographical knowledge of language communities.  2.3.1 Understand the attitudes and beliefs of the target culture in cultural practices.</p>

## Achievement Goals:

What Skills/Knowledge will students gain?	What activities will the students complete?
<b>Students will...</b> <ul style="list-style-type: none"> <li>•Practice the research process and compile information.</li> <li>•Learn new databases (<i>Country Report</i>, <i>Culture Grams</i> and <i>WebPath Quests</i>). Books, too, will be available.</li> <li>•Develop writing skills as research is written up.</li> <li>•Learn about an assigned South American country: general information, history, culture and daily life.</li> <li>•Learn how to cite sources of information.</li> <li>•Create a Wiki on Wiki Spaces: include writing, photos and other information for assigned country.</li> </ul>	<b>Students will...</b> <ul style="list-style-type: none"> <li>•Use <i>Country Reports</i>, <i>Culture Grams</i> and <i>WebPath Quests</i> for research of assigned country. Other resources will be consulted as needed.</li> <li>•Compile research.</li> <li>•Sift, organize and write up research.</li> <li>•Pull photos and other interesting materials for use on a Wiki.</li> <li>•Create a Wiki for assigned country on Wiki Spaces. The Wiki will be put together in future sessions.</li> </ul>

## The Learning Plan:

Responsibilities / Strategies of teacher:	Responsibilities / Strategies of Teacher Librarian
<ul style="list-style-type: none"> <li>•Sign up for computer lab time in the library.</li> <li>•Create assignment and introduce the project to students.</li> <li>•Follow-through with writing assignments after computer lab time.</li> <li>•Provide instruction on setting up Wiki—location, etc.</li> <li>•Track student's progress.</li> <li>•Assign grades for the project using rubric.</li> </ul>	<ul style="list-style-type: none"> <li>•Provide books for students to search.</li> <li>•Provide a presentation and demonstration of <i>Country Reports</i>, <i>Culture Grams</i> and <i>WebPath Quests</i>.</li> <li>•Provide databases for student searching.</li> <li>•Provide 30 computers for each student's personal research and creation of Wiki's.</li> <li>•Aid students in the research process.</li> <li>•Help guide and monitor students as they work on searching for and gathering information.</li> </ul>

## Student Evaluation (Attach Evaluation Rubric if used):

<b>What are the performance tasks and other evidence that shows the students understand the concepts?</b>	<ul style="list-style-type: none"> <li>•Gather materials—compile research. Site sources using MLA format.</li> <li>•Write up segments from research to place on Wiki.</li> <li>•Create Wiki in groups of 5.</li> </ul>
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## Materials needed (check box or write in number needed if applicable):

<input type="checkbox"/>	Cart of Books/Resources
<input type="checkbox"/>	Access to computer lab for one 90-minute session

	<i>Country Reports, Culture Grams and WebPath Quests</i> databases.
	Projector and computer for demonstration of databases.
	Wiki Spaces logins and passwords.

<b>LESSON ACTIVITIES</b>	<p>Students come to session with countries assigned. Librarian discusses assignment and introduces databases—demonstrates some of the features relevant to the assignment.</p> <p>Librarian shows students <i>WebQuests</i> (a part of Destiny). Show students how to save materials to a word doc and save to personal folder for later work—writing and creation of Wiki.</p> <p>Teacher demonstrates set up of Wiki—gives path and passwords.</p> <p>Librarian helps students with research and compilation of materials.</p>
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## Evaluation of Lesson: My Own Evaluation of the Lesson

Date of Evaluation: April 4, 2009

<b>How well did your students succeed in meeting / answering the essential question?</b>	The lesson was successful. The students quietly went about their work on individual computers. All were working with <i>Country Reports</i> and <i>Culture Grams</i> . I didn't see any Google searches or <i>Wikepeda</i> —yeah!
<b>What worked during the lesson?</b>	I showed what I thought were some of the most interesting parts of the sites. I also told a bit about Easter Island to build interest. If we would tell a few stories and research them as we show databases, these demonstrations would be more effective. I built a graph in the site and showed students how to paste together a word document for reference later as actual Wiki is created.
<b>What are your suggestions for improvement?</b>	<p>Few suggestions. I did notice that after our first session, the teacher typed up the instructions and password for the Wiki site. The written information worked better. She then made sure all could log in.</p> <p>I might have spent even more time on developing a story that could be researched as we made our way through the databases shown. I also was surprised that the students used the books as much as they did. I went back and pulled a few more books for use in the next hour. We set up a cart.</p>
<b>Do you have any questions about ways in which you can utilize the library in the future?</b>	

<b>Are there materials / resources that you think should be added to the library?</b>	I think the databases used were perfect for this assignment. We did not have a lot of books—but the students needed electronic resources to fill the assignment anyway (Wiki). This is an interesting assignment and a good measure of student research skills and ability to use technical tools.
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### **Interview with teacher following lesson presentation**

I asked Ms. Rauman the above questions. She was very pleased with the databases. None of the students had ever used them. They provided exactly the information required. She was also very pleased with the way the students dug in and utilized the databases, collecting information needed for the Wiki's. She had to do some work on Wiki Spaces before the students could log in; however, all students were able to log in by the end of each class.

I asked about the use of the books—we didn't have many and some were dated. She said the students do like using the books—so I went to the stacks and pulled a few more as I set up a cart for her use next week.

She was very pleased with the database demonstration and the work the students accomplished in the lab. We are looking forward to seeing the results the students will produce.